

CHAPTER IV

RESULT AND DISCUSSION

This chapter will discuss about the result and discussion of this research to answer the research question. The research question was formulated as follow: “to what extent can peer editing technique improve students’ writing skill at Grade VIII¹ of SMP N 3 Kota Bengkulu?” To answer the research question, the researcher used the quantitative and qualitative data. The quantitative data was collected from students’ writing tests. In addition, qualitative data was collected from observation checklists and field notes and interviews. The data of this research were collected from March 3th until April 3th 2014. The data were collected and analyzed as the result of this research.

4.1 Result of the Research

4.1.1 Description of Action Research

4.1.1.1 Description of Baseline Data

Doing this research, before the researcher was applying peer editing technique in the classroom, the researcher got a students’ writing score of students’ writing test as preliminary study from an English teacher at Grade VIII¹ of SMP N 3 Kota Bengkulu. The preliminary data was used as a baseline data of this research. Based on the preliminary study done by the English teacher at Grade VIII¹ of SMP N 3 Kota Bengkulu on October 5th, 2013. There was 65% of

students did not pass the standard minimum score used in SMP N 3 Kota Bengkulu. The result of the baseline data can be seen in the following table:

Table 4.1 Result of Baseline Data

Category (based on the standard minimum score ≥ 75)	Frequency (from 26 students)	Percentage (%)
Passed	9	35%
Failed	17	65%

Based on the table above, the result of the baseline data showed that total of the students' from 26 students, only 9 students (35%) passed the standard minimum score, while 17 students (65%) did not pass the standard minimum score.

Referring to the data above, the students' writing skill should be improved. To improve the students' writing skill, the researcher used a peer editing technique. In conducted the research, the researcher did two cycles of action research. The first cycle focused on organizing the paragraph, including topic, supporting and concluding sentences. The second cycle focused on a simple past form that was used in recount text.

4.1.1.2 Description of Cycle 1

In this cycle, there were three meetings which were consisted of four steps in doing the action research. The steps were plan, action, observe, and reflect. The researcher only focused on organizing the paragraph including topic,

supporting and concluding sentences because it was one of the problem that was faced by the students. At the end of the cycle, there was a students' writing test about recount text.

4.1.1.2.1 Plan

In this step, researcher prepared the entire instruments including research schedule, syllabus, lesson plan, students' writing test, students' and teacher's observation checklist and field note, and teaching and learning materials that was implemented in teaching and learning process.

The research schedule was managed according to school schedule. The first meeting was done on Monday, March 10th 2014. The second meeting was done on Wednesday, March 13th 2014. The last meeting was done on Friday, March 14th 2014.

The researcher got the syllabus from the English teacher of grade VIII¹ of SMP N 3 Kota Bengkulu. From the syllabus, the researcher designed a lesson plan, teaching and learning material for teaching and learning process. Based on the syllabus, the material that should be taught was recount text. In teaching and learning of the writing recount text, the researcher only focused on organizing the paragraph including topic, supporting and concluding sentences. The researcher only focused on the aspects in the first cycle because it was the difficulty of the students in writing skill.

At the end of the cycle, there was a writing test about recount text. It was used to know the progress of the students in writing recount text. The item of the writing test consisted of one question that related to the topic. The students were given a topic about “My Activity”. The test was designed based on lesson plan that relevant to the syllabus that teacher used.

The students’ and teacher’s observation checklists and field notes designed based on the lesson plan as guidance in teaching and learning process. The students’ observation checklists and field notes was used to know about the students’ attitude toward the teaching and learning process (students’ enthusiasm, attention, and participation during the action using peer editing technique). Besides that, the teacher’s observation and field note was used to know about how the teacher teaches, explains the material, and manages the class.

4.1.1.2.2 Action

The action was implemented based on the lesson plan. It conducted in three meetings. The first meeting was done on Monday, March 10th 2014. The second meeting was done on Wednesday, March 13th 2014. The last meeting was done on Friday, March 14th 2014.

In the first meeting, the researcher’s role was a teacher to teach the students about recount text by using peer editing technique to improve students’ writing skill. The researcher implemented the

technique based on the lesson plan. The activities at the first meeting were described as follows:

- 1) The teacher gave an example of recount text.
- 2) The teacher asked the students to read the text.
- 3) The teacher explained detail about generic structure and language features of recount text.
- 4) The teacher focused on the explanation about paragraph organization or paragraph structure (a paragraph has three major structural parts: a topic, supporting, and concluding sentence). The topic sentence was usually in the first sentence of the paragraph. The supporting sentences developed the topic sentence. It explained the topic sentence by giving facts (it was in recount text). For example, in writing the supporting sentences used chronological conjunctions (chronological order) such as first, second, and third. The concluding sentences as a signal the end of the paragraph.
- 5) The teacher asked the students to identify the topic, supporting, and concluding sentence of recount text.
- 6) After the students understood about the material that had been taught, the teacher gave a clear explanation about peer editing technique and how to use the technique.

In the second meeting, the researcher continued to teach the materials based on the lesson plan. In this meeting, the teacher gave an

exercise activity about writing recount text using peer editing technique as a class activity. It was an exercise to make the students understand how to write recount text clearly using peer editing technique. The class activities at the second meeting were described as follows:

1. The teacher asked the students to discuss their homework.
2. The teacher asked the students to write a recount text and applied the peer editing technique to maximize the students' writing skill.
3. The teacher asked the students to work in pairs of two students and shared their writing.
4. The teacher gave peer editing checklist to the students before the students do peer editing in their writing (*see Appendix 6*).
5. The teacher asked the students to read and give the comments on their peer writing.
6. The teacher asked to the students to focus on aspect of organization of the paragraph whether in one paragraph consist of topic, supporting, and concluding sentences or not. In addition, point out the strengths and weaknesses in the development of the topic, to ask questions directed at clarifying confusing parts, and to make suggestions for improvement.
7. The students revised and corrected their writing based on the peer feedback during the classroom activity.

The last meeting was done on Friday, March, 14th 2014. In this meeting, the researcher only gave a writing test to know the progress of the students' skill in writing recount text. The item of this test consisted of one question that related to the topic, the topic about "My Activity". The test was designed based on the lesson plan that relevant to the syllabus that teacher used. The researcher scored the students' writing test by using the modified scoring guide for recount text adapted from Heaton (1988).

4.1.1.2.3 Observe

This observation was done only at the first and second meetings. In the third meeting, the researcher only gave a test for the students. The students' writing test was used to know the progress of the students. In addition, the researcher observed students activity during the teaching and learning process to know the students' attitude in teaching and learning writing skill. The researcher was helped by an observer as co-researcher. The observation of this research was done by the co-researcher who observed about the teacher's and students' preparation, the class condition, teacher's explanation during the implementation of peer editing technique in teaching and learning process by using an observation checklist and field notes.

First, the result of students' writing test about recount text. The students' writing test was scored by using the modified scoring guide for recount text adapted from Heaton (1988). The result of the students' writing test per-aspects can be seen in the following table:

Table 4.2 Percentage of the Students' Writing Score Per-Aspects in Cycle 1

Aspects Scouring	Frequency (students who passed the standard point per-aspects)	Percentage (%)	Category
Content (≥11 point)	21	80%	Passed
Organization (45 point)	22	85%	Passed
Simple Past Tense (≥25 point)	9	35%	Failed

Based on the table above, there were three aspects that used to score the students' writing test. First, content's aspect was one aspect that was important in writing. The content's score of the student's writing test shows that 80% or 21 students passed the aspect. In this cycle, the researcher did not focus on the content of their writing because it was not a problem that faced by the students. So, the researcher only focus on the two aspects above, that was organization and grammatical error or simple past tense. At the first cycle, the researcher only focused on the organization of the text. The result of the organization shows that 85% or 22 students of the total students passed the aspect. Meanwhile, the result of the grammatical error or simple past tense shows that 35% or 9 students who did not pass or failed. It means that the students' writing skill especially in grammatical mistake should be improved.

Furthermore, there was the result of the percentage of students' writing test based on the total of the three aspects. The result of the students' writing score can be seen in the following table:

Table 4.3 Percentage of Students' Writing Test Based on the Total of the Three Aspects

Category	Percentage (%)	Frequency (students who passed the standard score)
Passed	62%	16
Did not pass	38%	10

Based on the table above, the percentage of the students' writing test based on the total of the three aspects shows that 38% or 10 students of total students (26 students) who did not pass the writing test. Besides, the percentage of the students' writing test based on the total of the three aspects shows that 62% or 16 students of total students (26 students) who passed the writing test. Meanwhile, the percentage of the students' writing test at first cycle was only improved on the organization and content aspects of writing. For the grammatical aspect, the students did not pass the aspect. As a result, the result of the students' writing test first cycle had been improved by comparing from the baseline data.

There was an improvement of the students' writing score from the baseline data to first cycle. The comparison of the students' score as the result of the first cycle and the baseline data can be seen in the following chart:

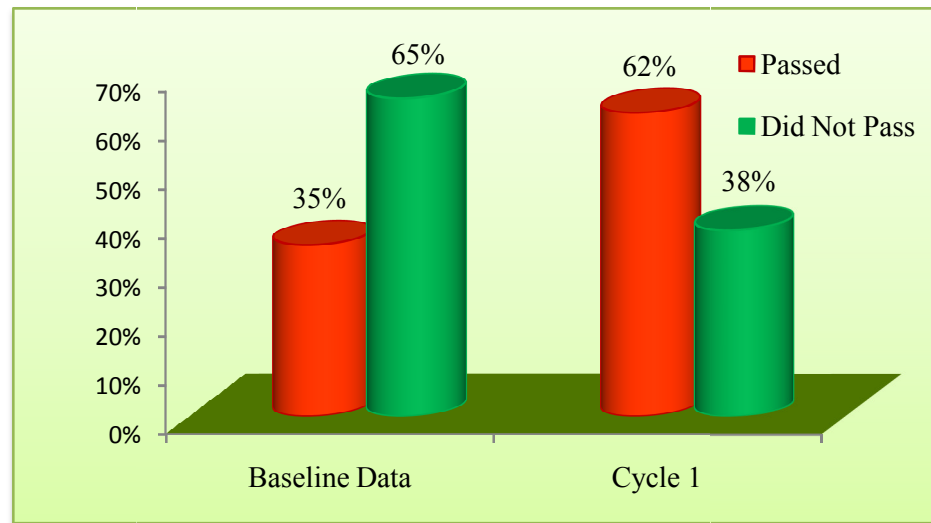


Chart 4.1. Improvement of Students' Score from Baseline Data to Cycle 1

Based on the chart above, the improvement of students' score from the baseline data to first cycle shows that a significant result. At the baseline data, there were 65% or 16 students of the total students who did not pass the standard minimum score ≥ 75 . The total of the students who passed the standard minimum score was only 35% or 9 students. On the other hand, the result of the students' writing test at first cycle showed that an improvement from the preliminary data. There were 62% or 16 students of the total students who passed the standard minimum score ≥ 75 . And the total of the students who did not pass the standard minimum score was 38% or 10 students.

Based on the result of the students' writing test, the improvement of the students' writing score from baseline data to first cycle was 38%. It means that the researcher should be improved the students' writing skill to achieved the indicator of success of this

research. In getting the improvement of the students' writing skill especially in grammatical error by using peer editing technique, the researcher was taken as consideration to plan the next cycle.

Moreover, there were some results of students' observation checklists and field notes that should be revised in second cycle. First, the students' preparation was good. The students prepared themselves to learn and all the things needed in learning activity. Meanwhile, only 5 students did not bring dictionary in the learning process. It was needed for their learning process especially in commenting the students' writing activity. They needed a dictionary for source to get the meaning of some word that they were not known about the word and to increase some new vocabulary. It made easy for the students to get the meaning based on the context. In English, there were many words that had a different meaning. So, the students should be used a dictionary in the learning process.

Second, the students' condition in teaching and learning process was still noisy. Some students or 7 students prefer being silent to ask questions, but they made some noise in whilst teaching. There were 7 students who were still noisy and did not pay attention to the steps of peer editing technique. As a result, they had a difficulty in commenting their friend's writing. Besides there were two students can not write the recount text immediately, they needed more time to write the text. Both of them made the class' condition were noisy, so

they spent the time to talk each other. They did not do the task completely in the appropriate time.

On the other hand, there were some a good result of the students' observation checklists and field notes. First, almost all of the students had a good attitude in preparation to learn, prepared all the things needed in learning activity, and paid attention to the explanation about the material. In addition, the students showed their enthusiasm. For instance, the students were actively involved in teaching and learning process. When the students wrote the recount text, they did the task immediately and enthusiastically. After finishing write the text, they did the peer editing activity. When the activity started, the students showed their interest in commenting their friend's writing. The students did the task collaboratively determining answers and explanations together with their partner. While commenting their partner's writing, they gave a good feedback for their partner writing. If they did not know about something, they would be gave an explanation until they understood.

Moreover, there were some results of teacher's observation checklists and field notes that should be revised in second cycle. First, the teacher's explanation should be explained more detail until the students understood about the steps of implementing peer editing technique. Most of the students understood about the steps of peer editing technique, but there were 9 students who did not understand about the steps. It happened because 9 students were noisy when the

teacher explained the steps of peer editing technique. So, the teacher should be given more explanation for both of the students. Second, the teacher should be controlled the condition of the class (the students still noisy in the classroom). Almost all of the students kept silent and paid attention when the teacher explained the material, but 9 students were still noisy, like talking to each other and laughing during the learning activity. The last, the teacher was less control at the end of the activity. Most of the students started to leave the classroom during the post teaching and learning process. It made the class condition lost control, so the teacher should be controlled the students until at the end of the class activity.

Besides some results of teacher's observation checklist and field notes that should be revised in second cycle above, there were some good results of teacher's observation checklist and field notes. Firstly, the teacher had a good preparation for the students to learn. In preparing the material, the teacher had a good point to make the students ready to study. The students gave a positive respond when the teacher entered the classroom. Besides, the teacher used a media effectively. The teacher used the whiteboard, English Book and LCD when the teacher explained the materials. It was used to support the teaching and learning process. Secondly, the teacher gave a good feedback to students on their learning process. While the teaching and learning process, the teacher did not only focus on one student, but the teacher monitored all of the students in the classroom. The teacher

gave a chance to the students for asking a question if the students did not understand about the material or the task. The teacher gave a positive comment for the students' writing during peer editing technique was implemented to build up student's self-confidence. Moreover, the teacher guided and assisted the students to done their activity effectively and emphatically.

Based on the result of the students' and teacher's observation checklists and field notes, there was some points that should be revised at the next cycle.

4.1.1.2.4 Reflect

Based on the observation above showed that the result of students' writing test, students' and teacher's observation checklist and field notes was to be improved at the next cycle. There were some points that should be improved to get the improvement of the students' writing skill.

First, the result of students' writing test should be improved to achieve the indicator of success of this research. Based on the analysis of the result of students' writing test in first cycle, it was found that students had some problems such as in using grammar and mechanics. The problem in grammar is students have difficulties in using simple past tense. Beside, in mechanics, the students have difficulties in punctuation and capital letter. The students' writing test were scored by using the modified scoring guide for recount text

adapted from Heaton (1988). In getting the improvement of the students' writing skill especially in using simple past tense and mechanics by using peer editing technique, the researcher was taken as consideration to plan the next cycle.

Second, the result of the teacher's and students' observation checklist and field notes above, there was some points that should be improved at the next cycle. First, the teacher's explanation should be explained more detail until all of the students understand about the steps of implementing peer editing technique. The teacher explained too fast and some of the students were still noisy. So, the teacher should be controlled the condition of the class (the students still noisy in the classroom) and explained the material did not too fast. Moreover, most of the students started to leave the classroom during the post teaching and learning process. It made the class condition lost control, so the teacher should be controlled the students at the end of the class activity. Second, some students or 5 students did not bring dictionary in the learning process. It was needed for their learning process especially in commenting the students' writing activity.

Based on the result of the students' writing test, students' and teacher's observation checklists and field notes and students' writing test above, the researcher should have revised the lesson plan and some notes in second cycle to get the students' improvement in teaching and learning writing process.

4.1.1.3 Description of Cycle 2

Similar with the previous cycle, there were three meetings which were consisted of four steps in doing the action research. The steps were plan, action, observe, and reflect. The researcher only focused on grammar (simple past tense). At the end of the cycle, there was a students' writing test about recount text.

4.1.1.3.1 Revise Plan

The research schedule was managed according to school schedule. The first meeting was done on Monday, March 17th 2014. The second meeting was done on Wednesday, March 20th 2014. The last meeting was done on Friday, March 21th 2014.

Similar to the previous cycle, the researcher prepared the entire instruments such as lesson plan, learning materials and teachers' and student's observation checklists and field notes. Based on the reflection in the first cycle, the researcher focused on correcting the grammatical mistakes "Simple Past Tense" in writing recount text because it was a difficulty of the students to decide the past form. At the end of the cycle, the researcher prepared about a writing test about recount text. It was used to know the progress of the students' skill in writing recount text. The item of the writing test consisted of one question that related to the topic about Holiday. The test was designed based on the lesson plan that relevant to the syllabus that teacher used.

In addition, the researcher prepared the students' and teacher's observation checklist and field notes designed based on the

lesson plan as guidance in teaching and learning process. The students' observation checklist and field notes were used to know about the students' attitude toward the teaching and learning process. Besides, the teacher's observation and field note was used to know about how the teacher teaches, explains the material, and manages the class. In this cycle, the researcher should be controll the condition of the class (the students still noisy in the classroom) and explained the material slowly and clearly. Besides the researcher should be ask the students to bring a dictionary.

4.1.1.3.2 Action

The action was implemented based on the lesson plan. It conducted in three meetings. The first meeting was done on Monday, March 17th 2014. The second meeting was done on Wednesday, March 20th 2014. The last meeting was done on Friday, March 21th 2014.

First meeting, the researcher reviewed the material that they have learned last meeting. The material was about recount text. At the first cycle, the researcher only focused on the organizing of the paragraph. Almost all of the students passed the aspects clearly. But there were 9 students (35%) had difficulty in correcting grammar mistakes (past form). So, in this cycle the researcher only focused on the correcting grammar mistakes (past form) by using peer editing technique. The researcher implemented the technique that was stated

in the form of lesson plan. The activities at the first meeting of this cycle were described as follows:

1. Teacher focused on the explanation about simple past form and mechanics in a paragraph of the text.
2. Teacher gave the students some example of simple past form in the recount text.
3. Teacher gave a recount text without punctuation and capital letter.
4. Teacher asked the students to complete the text by using punctuation and capital letter of the text.
5. Teacher asked to the students to identify the simple past form of the text.
6. The teacher asked the students to find out the verb 1 of the simple past form.
7. Teacher asked the students to make a sentence based on the words that they found in the text.
8. Teacher gave homework for the students to find out the example of recount text and makes a sentence from the verb 2 of the text.

In second meeting, the researcher gave some activities for the students in implementing the peer editing technique to improve the using of simple past form in writing recount text. The activity was used to make the students had a good ability in using past form in

writing recount text by using peer editing technique. The activities at the second meeting of this cycle was describe as follows:

1. Teacher asked the students to work in pairs, and do correcting the students' homework.
2. After discussing the homework, the teacher asked the students to write a recount text.
3. The students applied the peer editing technique in their writing.
4. Teacher asks the students to work in pairs of two students and share their writing.
5. The teacher gave peer editing checklist to the students
6. Teacher explained the instruction about what they are going to do.
7. The teacher asks the students read and gave comments on their peer writing.
8. The students revised and corrected their writing based on the peer feedback during do writing activity.

The last meeting, after the researcher explaining the materials about simple past tense and steps of peer editing technique, the researcher gave a writing test for the students to know the progress of the students' skill in writing recount text. The item of this test consisted of one question that related to the topic. The test was given at the end of the cycle or the last meeting. The test was designed based on lesson plan that relevant to the syllabus that teacher used. The

researcher scored the students' writing test by using the modified scoring guide for recount text adapted from Heaton (1988).

4.1.1.3.3 Observe

In this cycle, the teacher's and students' observation checklist and field notes were much better than the previous cycle. The researcher was helped by an observer as co-researcher. The observation of this research was done by the co-researcher who observed about the teacher's and students' preparation, the class condition, teacher's explanation during the implementation of peer editing technique in teaching and learning process. Moreover, there was a students' writing test to know the progress of the students' writing skill in recount text.

Based on the result of students' writing test at the second cycle showed that there is an improvement of the students' score. The students' writing test was scored by using the modified scoring guide for recount text adapted from Heaton (1988). The result of the students' writing test per-aspects could be seen in the following table:

Table 4.4 Percentage of the Students' Writing Score
Per-Aspects in Cycle 2

Aspects Scouring	Frequency (students who passed the standard score)	Percentage (%)	Category
Content (≥11 point)	24	92%	Passed
Organization (45 point)	23	88%	Passed
Simple Past Tense (≥25 point)	20	77%	Passed

Based on the table 4.4, there are three aspects that scored by the researcher in the students' writing test. First, the content's score of the student's writing test shows that 92% or 24 students passed the test. The result of the organization shows that 88% or 23 students of the total students passed the aspect. Meanwhile, the result of the grammatical error or simple past tense shows that 77% or 20 students who passed. It means that the students' writing skill at every aspect improved.

Furthermore, there is the result of the percentage of students' writing test based on the total of the three aspects. The result of the students' writing score can be seen in the following table:

Table 4.5 Percentage of Students' Writing Test Based on the Total of the Three Aspects

Category	Percentage (%)	Frequency (students who passed the standard score)
Passed	85%	22
Did not pass	15%	4
Total	100%	26

Based on the table 4.5, the result of students' writing test shows that 15% or 4 students of total students (26 students) who did not pass (failed) the standard minimum score, while there is 85% or 22 students who passed the standard minimum score. It means that the students' writing skill was improved at every cycle. The implementing of peer editing technique in writing skill was appropriate with the students' problem. At every cycle, almost all students have a good score in writing recount text. Only 4 students got a bad score; because in teaching and learning activity, the students were noisy.

There is an improvement of the students' writing score from the cycle 1 to cycle 2. The comparison of the students' score as the result of the first cycle and the preliminary data can be seen in the following chart:

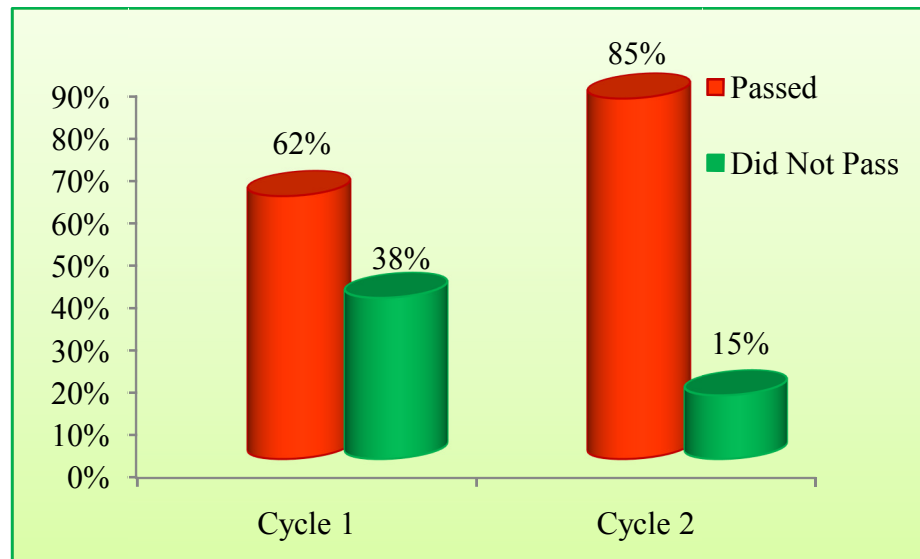


Chart 4.2. Improvement of Students' Score from Cycle 1 to Cycle 2

Based on the chart 4.2, the improvement of students' score from the first cycle to second cycle shows that there is an improvement of the students' score. At the first cycle, there are 38% or 10 students of the total students who did not pass the standard minimum score ≥ 75 . The total of the students who passed the standard minimum score is only 62% or 16 students. On the other hand, the result of the students' writing test at second cycle shows that an improvement from the baseline data. There are 85% or 22 students of the total students who passed the standard minimum score ≥ 75 . And the total of the students who did not pass the standard minimum score is 15% or 4 students.

Based on the result of the students' writing test, the improvement of the students' writing score from first cycle to second

cycle was 23%. It meant that the researcher had been achieved the indicator of success of this research.

In addition, there were some results of students' observation checklists and field notes. First, all of the students brought dictionary in the learning process. It helped the students for their learning process especially in commenting the students' writing activity.

Second, the students' condition in teaching and learning process was good. The students were not afraid to ask questions. Because they needed more detail about the steps of peer editing technique and simple past form. After they understood about the materials, they gave some comment their friend's writing easily. The students gave some a good feedback to each other writing.

Moreover, the students' attention to the explanation about the steps of peer editing technique was good. The students paid attention the teacher's explanation about the steps of peer editing technique. So, the students understood how to commenting their friends' writing. During the class activity, the students showed their enthusiasm. All of them could write the recount text immediately, they learned more time to write the text in the writing activity. Both of them could controlled the class' condition were not noisy, so they did the task completely in the appropriate time.

Furthermore, there were some results of teacher's observation checklists and field notes that should be revised in second

cycle. First, the teacher explained more detail until the students understand about the steps of implementing peer editing technique. Second, the teacher controlled and monitored the students during the class activity to make the condition of the class was good. There were only five students who still noisy in the activity. The teacher had a good interaction with the students. The teacher gave a positive feedback for the students while class activity. The last, based on the reflection to the previous cycle, the teacher can control the students at the end of the class activity because some students were still noisy. The teacher gave more attention when the students summarized the materials. The teacher gave a chance to the students for asking a question if the students did not understand about the material or the task. Moreover, the teacher guided and assisted the students to do their activity effectively and emphatically.

Based on the result of the students' and teacher's observation checklists and field notes above, the researcher achieved the students' improvement in teaching and learning writing process.

4.1.1.3.4 Reflect

Based on the teacher's and students' observation checklists and field notes above, some points that should be improved at the first cycle were improved at the second cycle. The students and teacher showed their improvement at the second cycle. First, the teacher had a good thing in explaining the material about the simple past form, the steps of implementing peer editing technique. The teacher had a good

interaction with the students during the class activity. Second, the students showed their interest, attention, and participation in writing class.

Besides, there was a result of students' writing test. The researcher was score the students' writing test by using the modified scoring guide for recount text adapted from Heaton (1988). The result of students' writing test showed that 15% or 4 students of total students (26 students) who did not pass (failed) the standard minimum score. It means that the students' writing skill was improved at every cycle. The implementing of peer editing technique in writing skill was appropriate with the students' problem. At every cycle, almost all students had a good score in writing recount text. Only 4 students got a bad score because the students were still noisy in teaching and learning process.

In conclusion, this technique was successful because the score had passed the standard minimum score. So, the researcher had been achieved the indicator of success of this research.

4.2 Findings of the Research

Based on the description of the quantitative and qualitative data, the researcher found the result of the research. First, students' writing test from baseline data until second cycle had been improved. The result of the students' writing test was improved by implementing peer editing technique. The students' writing test was scored by using the modified scoring guide for recount text adapted from Heaton (1988). The improvement of the students' writing test from baseline data until second cycle can be seen in the following chart:

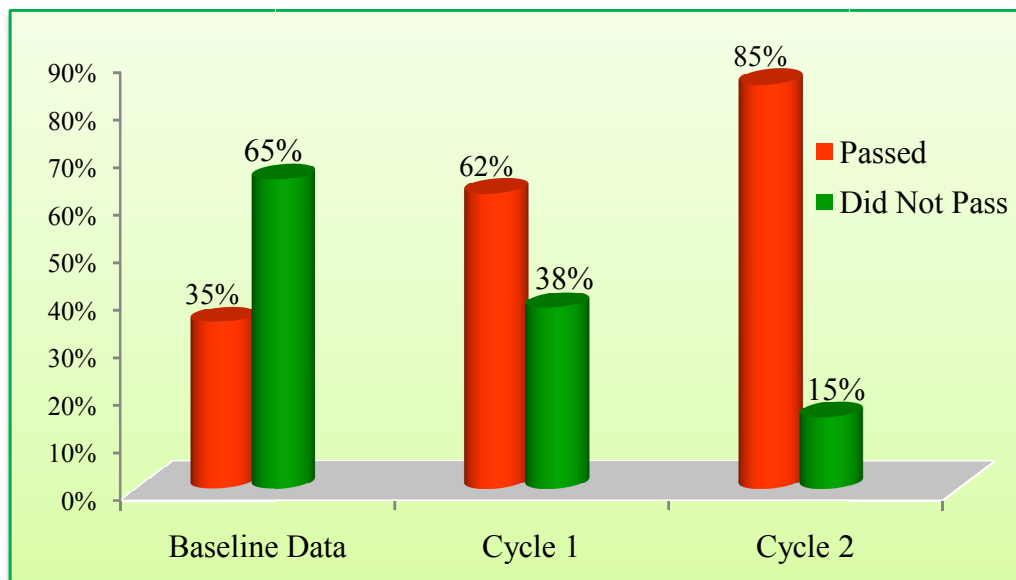


Chart 4.3 The Improvement of Students' Writing Test from Baseline Data, Cycle 1, Cycle 2

Based on the chart 4.3, the improvement of the students' writing score showed that a significant improvement at the each cycle. The improvement of baseline data to first cycle was 27 %, and the first cycle to second cycle was 23 %. It showed that before the implementing the peer editing technique, the students'

writing score was low. It was showed based on the baseline data. Only 35 % of the total students who passed the writing test.

Furthermore, the students' writing score at every cycle improved after implementing peer editing technique in the teaching and learning process. At the first cycle showed that the students who reached score ≥ 75 are 16 students. The percentage of the students who passed the standard minimum score that used in SMP N 3 Kota Bengkulu is 62 %. The researcher did the next cycle because at the first cycle the students had a difficulty in using correct grammar (only focused on simple past tense) and in organize their ideas was improve. At the second cycle showed that the students who reached score ≥ 75 are 22 students. The percentage of the students who passed the standard minimum score that used in SMP N 3 Kota Bengkulu is 85 %. In this cycle, the students were successful in using correct grammar (only focused on simple past tense).

On the other hand, there was the result of students' and teacher's observation checklist and field note. Based on the description of the research above, the result of qualitative data showed that an improvement of the students' attitude in teaching and learning process.

In conclusion, the indicator of success had been achieved at the second cycle. So, the research should be ended at second cycle.

4.3 Discussion of the Research

Based on the qualitative and quantitative data had been answered the research question "to what extent can peer editing technique improve students' writing skill at Grade VIII¹ of SMP N 3 Kota Bengkulu?". The result or finding of

this research would be compared with the related theories and previous studies at the Chapter II. The result of the research included students' writing test and students' and teacher's observation checklist and field notes and interview.

The result of the research showed that peer editing technique improved the students' writing skill in recount text. Also, the result of students' and teacher's observation checklists and field notes showed that an improvement of the students and teacher in teaching and learning process. The result is supported by Hess & Friedland (1999). They argued that peer editing can improve higher academic achievement, improve personal relationship with peers, improve personal and social development, and increase motivation.

The result of this research was similar to the result of the previous research about using peer editing technique to improve students writing skill. All of the result of the research showed that the improvement of the students' writing skill. First, Baroroh (2011) conducted a research entitled "The Use of Mind Mapping and Peer-Editing to Improve Students' Writing Skill at the Tenth Grade Students of SMA Negeri I Karanganyar in the Academic Year of 2010/2011. The result of the study showed that the use of peer-editing technique improve the students' writing skill.

Second, a research from Nahdi (2011) entitled "Improving Students' Writing Ability by Using Peer Editing Technique at the Third Semester Students of English Study Program of STKIP Hamzanwadi Selong in Academic Year of 2010/2011. The results of the study showed that: 1) Peer-Editing Technique can improve students' ability in writing an expository paragraph 2) Peer Editing Technique can improve classroom situation, especially in writing class.

Third, a research by Arini (2012) entitled “Using Peer Editing and Revising in Process Approach to Improve the Students' Ability in Writing Argumentative Essay at Lambung Mangkurat University”. The result of the study showed that the use of peer editing and revising strategy can improve the students' writing ability in writing argumentative essay.

In this research, there were some differences between the previous research above. The differences were about the type of the text, participants and location of this research that was used to improve the students writing skill.

In addition, the result of the students' writing test was improved by implementing peer editing technique. The improvement from baseline data to second cycle was 50%. The result above is supported by Hess & Friedland (1999). They argued that peer editing can improve higher academic achievement. The researcher was score the students' writing test by using the modified scoring guide for recount text adapted from Heaton (1988). At the first cycle, the researcher only focused on the organization's aspect. At the second cycle, the researcher focused on grammatical aspect (past form). As a result, the students were successful in using correct grammar (simple past tense) and good organization. It is supported by Garofalo and Mulligan (2011:8) who stated that peer editing can improve the content of the students' writing skill, and gain in grammatical and structural proficiency.

Second, at the result of students' and teacher's observation checklist and field note. Many factors were involved in reaching the improvement of the students' writing skill. The factors can be seen at the result of students' and

teacher's observation checklist and field note. It was about the students' condition in teaching and learning process was good. It was showed on the students' preparation in teaching and learning process. The students prepared to learn and all the things needed in learning activity, such as bring a dictionary. The students were actively involved in learning process. The students wrote a recount text immediately and enthusiastically. Also, the students actively asked some questions if they needed more detail information about the material. The students gave a good feedback to each other writing. Moreover, the students' attention to the explanation about the steps of peer editing technique was good. The students paid attention the teacher's explanation. During the class activity, the students showed their enthusiasm. The result above is supported by Hess & Friedland (1999) argue that peer editing can improve personal relationship with peers, improve personal and social development, and increase motivation.

The last was interview. At the end of this research, the researcher had been interview all of the students at Grade VIII¹ to get the students' perception about using peer editing technique in improving students' writing skill in recount text. As a result of the interview showed that almost all of the students said that peer editing could improve their writing skill. As a respondent "SNR" said:

"Peer Editing itu bisa membantu saya dalam proses menulis. Teknik ini menarik Miss karena dengan teknik ini, saya bisa mengetahui kesalahan tulisan saya dari koreksi teman. Selain itu, saya juga bisa paham kesalahan yang ada pada tulisan saya saat latihan, jadi saat diberikan tes menulis saya tidak mengulangi lagi kesalahan itu." "(Peer editing can help me in writing process. This technique is interesting. Through this technique, I know my mistakes on their writing. Besides, I understand about my mistakes while peer editing process. So, I did not do the mistake again)."

In addition, respondent “RS” said:

“Peer Editing itu memeriksa hasil tulisan teman. Sangat menarik Miss. karena kalau verb 2 nya ada yang salah bisa diperbaiki Miss dan menambah kosa kata Miss.” “(Peer editing is about correcting the friend’s writing. It is interesting. Because I can revise my mistake and increase my vocabulary.)”

Moreover, respondent “RPS” said:

“Menulis recount text dengan menggunakan Peer Editing itu menarik karena bisa mengetahui bentuk Past Tense yang benar. Dan membuat recount text lebih mudah karena sudah sering mengoreksi tulisan teman, saya menjadi banyak mengetahui tentang Verb 2 dari tulisan teman, sehingga ketika saya menulis saya bisa memiliki kosa kata yang baru.” “(Writing a recount text by using peer editing technique is interesting. Because I know about the simple past form correctly. Also I can write a recount text easily because I often correct my friends’ writing. So, I have some new vocabularies.)”

Based on the result of the interview above, the researcher concluded that peer editing was a technique that help the students in writing skill and enrich their vocabulary. The result of the interview supported the result of students’ writing score and students’ and teacher’s observation checklist and notes.

In conclusion, peer editing technique improved the students’ writing skill at Grade VIII¹ of SMP N 3 Kota Bengkulu. In addition, the peer editing technique influenced the students’ attention, enthusiasm, participation in teaching and learning process. The improvement of students’ writing skill was also influenced by the teacher. The teacher’s explanation made the students improve their writing.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After finishing this research entitled “Using Peer Editing Technique to Improve Students’ Writing Skill at Grade VIII¹ of SMP N 3 Kota Bengkulu”, there was a result that had been discussed at the last chapter. Based on the result about the implementation of peer editing technique that had been discussed, the researcher concluded that:

1. Peer editing technique improves the students’ writing skill at Grade VIII¹ of SMP N 3 Kota Bengkulu. There is an improvement from baseline data to first cycle and second cycle. The improvement of the students’ writing score shows a significant improvement at each cycle. The improvement of baseline data to first cycle is 27 %, and the first cycle to second cycle is 23%. It shows that before the implementing the peer editing technique, the students’ writing score is low. Peer editing technique is one of technique in teaching writing that is very important process in writing activity that can improved the students’ writing skill.
2. Based on the result of students’ and teacher’s observation checklists and field notes, peer editing technique improves the students’ interaction, participation, and attention. In addition, peer editing improves the class condition, especially in writing class.

5.2 Suggestion

During doing this research, the researcher has some expectation to get a good result. Although, there was a good result, the researcher still had some expectations for the further researcher. The researcher will give some suggestions that may be useful for further researcher who wants to do a research on the similar topic. The suggestions are defined as follow:

1. English teacher can apply peer editing technique in different level.
2. Peer editing technique can be used in commenting other aspects in writing skill.
3. It is appropriate to build up the students' interaction in the class activity.
4. For the next researcher can applied peer editing technique on the other types of text in writing, such as descriptive text, narrative text, etc.

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APPENDICES

APPENDIX 1.

BASELINE DATA

NO.	NAME	SCORE	CATEGORY	
			Pass	Not Pass
1.	AL	60.5		√
2.	ATS	79	√	
3.	AP	50		√
4.	ARF	73.5		√
5.	BFH	74,5		√
6.	CTA	76,5	√	
7.	DY	78	√	
8.	DSO	72.5		√
9.	FA	68		√
10.	JIPS	75.5	√	
11.	L AF	65		√
12.	LDL	71.5		√
13.	MA	70		√
14.	MPS	70.5		√
15.	MFP	80	√	
16.	NAP	75	√	
17.	NH	71,5		√
18.	NI	59		√
19.	NH	51,5		√
20.	QA	70		√
21.	RS	80.5	√	
22.	RPS	81.5	√	
23.	RA	78.5	√	
24.	STA	70		√
25.	SEM	60		√
26.	SNR	71		√
$P = \frac{f}{N} \times 100\%$ $= \frac{9}{26} \times 100\%$ $= 0,35 \times 100\%$ <p>P = 35% (Students who passed the standard minimum score 35% or 9 students)</p>				

APPENDIX 2.

RESULT OF STUDENTS' WRITING SCORE IN CYCLE 1

[illegible]

Appendix. 2

**RESULT OF STUDENTS'
WRITING TEST IN CYCLE 1**

Name: Bakti Purnendu Tiwari
Class: VIII.1

My Bad Day.

At Sunday 8th March 2014 is my bad day and I very hated those day.

I woke up at 06.00 am and I seted my bedroom, then I brushed my dirty toilet, after that I was very hungry and I wanted a food but there were no food for me. I ate and went to kitchen and cooked fried rice but the fried rice was undelicious and I no ate the fried rice and I cooked again the noodle but no more the gas. After that I went to my uncle's house and I ate in there. The day was a night and I went home. Finally I went to bed for sleep.

It's really a bad day, and I hoped no more again those day because I very hated those day.

collaborator

C = 15

O = 45

P = 20

82.5

Name: Bakti Farredio Fuseri
Class: VIII.1

My Bad Day.

At Sunday 9th March 2019 is my bad day and I very hated those day.

I woke up at 0600 am and I seted my bedroom, then I brushed my dirty toilet, after that I was very hungry and I wanted a food but there were no food for me. I ate, and I went to kitchen and cooked fried rice but the fried rice was undelicious and I no ate the fried rice and I cooked again the noodle but no more the gas. After that I went to my uncle's house and I ate in there. The day was a night and I went home. Finally I went to bed for sleep.

It's really a bad day, and I hoped no more again those day because I very hated those day.

Researcher

C = 17

O = 45

S = 27

93.5

Name: Dila Sofya Oktaria
Class: 8

My activity.

I have an activity on Sunday March 9th 2014.

On Sunday, I wake up at 6.00 a.m. After awake I'm clean the bed. After finish, I'm breakfast at 6.30 a.m. with my brother. I helped mother at 6.50 a.m. and I take a bath at 8.00 a.m. At 10.00 am I visited friend or I played computer with my friend. After that I lunch with my family at 1.30 p.m. After lunch I watched K-POP video. It's has fun. After finish I spent time to read a book.

That was my activity at Monday. Although I didn't have holiday. But I enjoyed and very happy.

collaborator

C = 14

O = 45

P = 24

83

Name: Dela Safya Oktaria
Class: 8

My activity.

I have an activity on Sunday March 9th 2014.

On Sunday, I wake up at 6.00 a.m. After awake I am clean the bed. After finish, I am breakfast at 6.30 a. with my brother. I helped mother at 6.50 a.m and I take a bath at 8.00 a.m. At 10.00 am I visited friend or I played computer with my friends. After that I lunch with my family at 1.30 p.m. After lunch I watched K-POP video. It's has fun. After finish I spent time to read a book.

That was my activity at Monday. Although I didn't have holiday. But I enjoyed and very happy.

↓
was enjoy

Researcher

C = 14

O = 45

S = 24

83

APPENDIX 3.

RESULT OF STUDENTS' WRITING SCORE IN CYCLE 2

[illegible]

RESULT OF STUDENTS' WRITING TEST IN CYCLE 2

Date _____

My good vacation

Last year, I and my brother went to Teluk Sepang beach.

First, I went to Teluk Sepang beach and the scenery was very beautiful with the air was very fresh.

Second, we played Football around the beach. after we played, we ate noodle and finally we went home. For me, it was very good vacation and I hope I could went to Teluk Sepang beach again.

Name: Bakri Fahredo Husein

class : VIII.7

collaborator

C : 14

O : 45

P : 34

93

Date _____

My good vacation

Last year, I and my brother went to Teluk Sepang beach.

- first, I went to Teluk Sepang beach and the scenery was very beautiful with the air was very fresh.

Second, we played football around the beach. after we played, we ate noodle and finally we went home.

For me, it was very good vacation and I hope I could went to Teluk Sepang beach again.

Name: Bakri fahredo husen

class : VIII.7

Researcher :

C = 17

O = 45

S = 24

96

Name: Deka Safya Oktaria

Date _____
Class: 8¹

Last holiday, I went to Umul's home with Lela.

First, we travelled and we bought some foods together.
After we travelled, we (back) to Umul's home. Then, we
watched K-POP video and played games.

Second, Andrea ... came to Umul's home. She
brought some foods. We ate again. My friends,
My friends were very humorist and beautiful.

For me, that was a beautiful day and we
really enjoyed it.

collaborator

P = 34

O = 45

C = 15

94

Last holiday, I went to Umul's home with Lda.

First, we travelled and we bought some foods together.
After we travelled, we ~~back~~ to Umul's home. Then, we
watched K-POP video and played games.

Second, Andrea ... came to Umul's home. She
brought some foods. We ate again. My ... friends.
My friends were very humorist and beautiful.

For me, that was a beautiful day and we
really enjoyed it.

Resepatchet

C = 14

O = 45

P = 34

93

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMP N 3 KOTA BENGKULU
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit
Topik Pembelajaran	: My Activity
Aspek/ Skill	: Writing
Tahun Ajaran	: 2013/2014
Jenis Teks	: Teks Recount

STANDAR KOMPETENSI:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR :

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

A. INDIKATOR

1. Kognitif

a. Proses

- Mengidentifikasi generic structure teks *recount*
- Mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Membuat teks *recount*

b. Produk

- Siswa dapat mengidentifikasi generic structure teks *recount*

- Siswa dapat mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Siswa dapat membuat teks *recount*

2. Afektif

Karakter siswa yang diharapkan:

1. Tekun (diligence)
2. Tanggung Jawab (responsibility)
3. Dapat dipercaya (Truthworthiness)
4. Rasa hormat dan perhatian (respect)
5. Berani (Courage)

3. Psikomotor

- a. Mampu menulis teks *recount*

B. TUJUAN PEMBELAJARAN

• Kognitif

a. Proses

- Siswa dapat mengidentifikasi generic structure teks *recount*
- Siswa dapat mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Siswa dapat menulis teks *recount*

b. Produk

- Siswa mampu mengidentifikasi generic structure teks *recount*
- Siswa mampu mengidentifikasi topic sentence, supporting sentences dan concluding sentence
- Siswa mampu menulis teks *recount*

• Afektif

Siswa dapat terlibat secara aktif dalam pembelajaran dan menunjukkan karakter :

- Tekun(diligence)
- Tanggung Jawab(responsibility)
- Dapatdipercaya(Truthworthiness)
- Rasa hormatdan perhatian(respect)
- Berani (Courage)

• Psikomotor

Siswa dapat menulis teks *recount*

C. MATERI PEMBELAJARAN

Recount Text

Recount text is a text that retelling the reader about one story, action or activity. The purpose is to informing or to entertaining the reader.

Generic Structure of recount Text

- a. Orientation
Tells who was involved in the story, what happened, where the story takes place, and when it happened.
- b. Events
Tell what happened and the series or sequence of events
- c. Re-orientation
Summarize the event/ending of the story.

D. TEKNIK PEMBELAJARAN : Peer Editing

E. LANGKAH-LANGKAH KEGIATAN

First Meeting

PRE-TEACHING		
Teacher	Students	Time
<p>Teacher enters the classroom and greets the students.</p> <ul style="list-style-type: none"> <i>Good afternoon everyone! How are you today?</i> <i>I'm fine too.</i> <p>Teacher sees the condition of the class is ready or not to learn.</p> <p>Teacher asks the chief of the class to lead the pray.</p> <ul style="list-style-type: none"> <i>Who is a chief of this class? Please lead your friends to pray.</i> <p>Teacher checking student's attendance list</p> <ul style="list-style-type: none"> <i>Now, let's check the attendance list. Who is absent today? What's matter with him/her?</i> 	<p>Students sit down in the class, and greet the teacher.</p> <ul style="list-style-type: none"> <i>Good morning, Miss. We are fine, thank you. And you?</i> <p>The student tidy up the condition of the class.</p> <p>Students pray together</p> <p>Students report their attendance</p>	10 Minutes
<p>Review the material that they have learned last meeting.</p> <ul style="list-style-type: none"> <i>Ok, do you still remember what we have learned last meeting?</i> <p>The teacher gives some pictures to</p>	<p>Students respond teacher questions.</p> <p>The students pay attention on the screen.</p> <p>The students answer the questions.</p>	

<p>the students.</p> <p>The teacher asks the students some questions related to the pictures.</p> <ul style="list-style-type: none"> • <i>Now, who can guess what is topic our lesson today?</i> • <i>Ok, today we will study about recount text.</i> 	<ul style="list-style-type: none"> • The students try to guess the material. 	
WHILE – TEACHING		
Teacher	Students	Time
<p>The teacher gives the explanation of recount text by using LCD.</p> <p>Teacher gives an example of recount text.</p> <p>Teacher asks the students to read the text</p> <p>Teacher explains detail the Generic structure and language features of recount text</p> <p>Teacher focus on the explanation about paragraph organization of recount text including topic, supporting and concluding sentences.</p> <p>Teacher asks the students to identify the topic, supporting and concluding sentence of the recount text</p> <p>Teacher gives a brief explanation about peer editing technique and how to use it</p> <p>Teacher asks the students if they find some difficulties, and give opportunity to students to tell their problem.</p>	<p>The students pay attention to the teacher's explanation.</p> <p>The students focus on teachers' explanation</p> <p>Students do the task</p>	<p>60</p> <p>Minutes</p>

POST TEACHING		
<p>The teacher evaluates the activities and asks the students to conclude the lesson.</p> <ul style="list-style-type: none"> • <i>Before we finish our lesson today, let us summarize the lesson that we have studied</i> <p>For your homework, find a recount text from textbook or internet. Identify the paragraph organization of recount text including topic, supporting and concluding sentence</p>	<p>Some students conclude the lesson.</p> <p>"okay, Miss"</p>	10 Minutes

Second Meeting

PRE-TEACHING		
Teacher	Students	Time
<div>1. Teacher enters the classroom and greets the students..</div> <div>2. Teacher sees the condition of the class is ready or not to learn.</div> <div>3. Teacher asks the chief of the class to lead the pray.</div> <div>4. Teacher checking student's attendance list</div>	<div>Students sit down in the class, and greet the teacher.</div> <div>The student tidy up the condition of the class.</div> <div>Students pray together</div> <div>Students report their attendance</div>	10 Minutes
The teacher reviewed the material that they have learned last meeting.	Students respond teacher questions.	

/WHILE – TEACHING		
Teacher	Students	Time
<p>8. The teacher asks the students to discuss their homework.</p> <p>9. The teacher asks the students to write a recount text</p> <p>10. The teacher asks the students to work in pairs of two students and share their writing.</p> <p>11. The teacher gave peer editing checklist to the students (<i>see Appendix 6</i>)</p> <p>12. Teacher explained the instruction about what they are going to do.</p> <p>13. The teacher asks the students read and gave comments on their peer writing.</p> <p>14. The teacher asks to the students to focus on aspect of organization of paragraph such as in one paragraph consist of topic, supporting and concluding sentence or not. In addition, point out the strengths and weaknesses in the development of the topic, to ask questions directed at clarifying confusing parts, and to make suggestions for improvement.</p> <p>15. The students revised and corrected their writing based on the peer feedback during do writing activity.</p>	<p>The students discussed their homework.</p> <p>The students do the task.</p>	<p>60 minutes</p>
POST TEACHING		
The teacher evaluates the activities and asks the students to conclude the lesson.	Some students conclude the lesson.	10 Minutes

Teacher explains the material for the students' writing task for the next meeting and closes the meeting.		
---	--	--

Third Meeting

PRE-TEACHING		
Teacher	Students	Time
1. Teacher enters the classroom and greets the students. 2. Teacher sees the condition of the class is ready or not to learn. 3. Teacher asks the chief of the class to lead the pray. 4. Teacher checking student's attendance list	Students sit down in the class, and greet the teacher. The student tidy up the condition of the class. Students pray together Students report their attendance	10 Minutes
The teacher reviewed the material that they have learned last meeting.	Students respond teacher questions.	
WHILE – TEACHING		
Teacher	Students	Time
1. The teacher asks students to prepare for the test 2. Teacher gives students' worksheet to do the task 3. Teacher asks the students to do the task completely. (Students' Writing Test) 4. Teacher asks the students to collect their assignment 5. Teacher asks the students if they find some difficulties, and give opportunity to students to tell their problem.	Students do the task	60 minutes
POST TEACHING		

The teacher evaluates the activities and asks the students to conclude the lesson.	Some students conclude the lesson.	10 Minutes
Teacher explains the material for the next meeting and closes the meeting.		

F. MEDIA PEMBELAJARAN:

Text Recount, LCD, Whiteboard, English Book

G. SUMBER BELAJAR

English Book in Focus for Grade VIII and Scaffolding for Grade VIII

H. PENILAIAN

Indikator Kompetensi	Pencapaian	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Membuat teks recount		Tes tertulis	Teks recount	Menulis teks recount

Scouring Rubric:

**The Modified Scouring Guide for Students' Writing Test (Recount Text)
adapted from Heaton (1988):**

No.	Aspect	Score
1.	Content	
	1. Orientation	5
	2. Events	10
	3. Re-Orientation	5
2.	Organization	
	1. Topic Sentence	15
	2. Supporting Sentences	15
	3. Concluding Sentences	15
3.	Simple Past Tense	35
Total Score		100

Bengkulu, Januari 2014

Collabulator,

Researcher,

**Lediana, Amd. Pd
NIP. 19680130 199002 2 001**

**Dita Ayuningtyas
NPM. A1B010017**

STUDENTS' WORKSHEET

Identify the topic, supporting, and concluding sentence of the text!

Text 1

My Bad Day on Sunday

I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday!

I hope I never have a day as the one I had yesterday.

Source:English Direction

Text 2

GOING TO SCHOOL

My mother got me ready for school then I had to wait for her to brush my hair and place every strand in just the perfect position. I had to show her my shoes that I had cleaned the night before and my school bag had to be neatly put on my shoulder before I could get near the door. Only after my mother was totally satisfied, would I be allowed to rush out of the front door. I would leave home at 8 am on the dot and make my way down the lane. After a walk of about 700 meters I would be able to see the tall steeple of the school. The playground would be full in the summer and the noise would make me want to rush into the yard and get into a good game of football before the bell went.

Source:English Direction

Appendix 5.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Nama Sekolah	: SMP N 3 KOTA BENGKULU
Kelas/ Semester	: VIII/ II
Alokasi Waktu	: 2 x 40 menit
Topik Pembelajaran	: Holiday
Aspek/ Skill	: Writing
Tahun Ajaran	: 2013/2014
Jenis Teks	: Teks Recount

STANDAR KOMPETENSI:

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

KOMPETENSI DASAR :

Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

I. INDIKATOR

4. Kognitif

c. Proses

- Mengidentifikasi generic structure teks *recount*
- Mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Mengidentifikasi verb 2
- Membuat teks *recount*

d. Produk

- Siswa dapat mengidentifikasi generic structure teks *recount*

- Siswa dapat mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Siswa dapat mengidentifikasi verb 2
- Siswa dapat membuat teks *recount*

5. Afektif

Karakter siswa yang diharapkan:

6. Tekun (diligence)
7. Tanggung Jawab (responsibility)
8. Dapat dipercaya (Truthworthiness)
9. Rasa hormat dan perhatian (respect)
10. Berani (Courage)

6. Psikomotor

- b. Mampu menulis teks *recount*

J. TUJUAN PEMBELAJARAN

- **Kognitif**

- c. Proses

- Siswa dapat mengidentifikasi generic structure teks *recount*
- Siswa dapat mengidentifikasi topic sentence, supporting sentences, dan concluding sentence
- Siswa dapat mengidentifikasi verb 2
- Siswa dapat menulis teks *recount*

- d. Produk

- Siswa mampu mengidentifikasi generic structure teks *recount*
- Siswa mampu mengidentifikasi topic sentence, supporting sentences dan concluding sentence
- Siswa mampu mengidentifikasi verb 2
- Siswa mampu menulis teks *recount*

- **Afektif**

Siswa dapat terlibat secara aktif dalam pembelajaran dan menunjukkan karakter :

- Tekun(diligence)
- Tanggung Jawab(responsibility)
- Dapatdipercaya(Truthworthiness)
- Rasa hormatdan perhatian(respect)
- Berani (Courage)

- **Psikomotor**

Siswa dapat menulis teks *recount*

K. MATERI PEMBELAJARAN

An example of Recount Text

Text 2

A Beautiful Day at Jogja

by Dewi

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The scenery was very beautiful there. We saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Text 2

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had a dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had breakfast. In the afternoon we went home. We were all very happy.

Recount Text

Recount text is a text that retelling the reader about one story, action or activity. The purpose is to informing or to entertaining the reader.

Generic Structure of recount Text

d. Orientation

Tells who was involved in the story, what happened, where the story takes place, and when it happened.

- e. Events
Tell what happened and the series or sequence of events
- f. Re-orientation
Summarize the event/ending of the story.

L. TEKNIK PEMBELAJARAN : Peer Editing
M. LANGKAH-LANGKAH KEGIATAN

First Meeting

PRE-TEACHING		
Teacher	Students	Time
5. Teacher enters the classroom and greets the students.. 6. Teacher sees the condition of the class is ready or not to learn. 7. Teacher asks the chief of the class to lead the pray. 8. Teacher checking student's attendance list	Students sit down in the class, and greet the teacher. The student tidy up the condition of the class. Students pray together Students report their attendance	10 Minutes
Review the material that they have learned last meeting.	Students respond teacher questions.	
WHILE – TEACHING		
Teacher	Students	Time
9. Teacher focused on the explanation about simple past form and mechanics in a paragraph of the text. 10. Teacher gave the students some example of simple past form in the recount text. 11. Teacher gave a recount text without punctuation and capital letter. 12. Teacher asked the students to	The students pay attention to the teacher's explanation. The students focus on the example of recount text	60 Minutes

<p>complete the text by using punctuation and capital letter of the text.</p> <p>13. Teacher asked to the students to identify the simple past form of the text.</p> <p>14. The teacher asks the students to find out the verb 1 of the simple past form of the text.</p> <p>15. Teacher asks the students to make a sentence based on the words that they found in the text.</p> <p>16. Teacher asks students to discuss the result of their writing the sentences</p>	Students do the task	
POST TEACHING		
<p>Teacher evaluates the activities and asks the students to conclude the lesson.</p> <p>Teacher gives homework for the students to find out the example of recount text and makes a sentence from the verb 2 of the text</p>	Some students conclude the lesson.	10 Minutes

Second Meeting

PRE-TEACHING		
Teacher	Students	Time
<p>1. Teacher enters the classroom and greets the students..</p> <p>2. Teacher sees the condition of the class is ready or not to learn.</p> <p>3. Teacher asks the chief of the class to lead the pray.</p> <p>4. Teacher checking student's attendance list</p>	<p>Students sit down in the class, and greet the teacher.</p> <p>The student tidy up the condition of the class.</p> <p>Students pray together</p> <p>Students report their attendance</p>	10 Minutes

The teacher reviewed the materl that they have learned last meeting.	Students respond teacher questions.	
WHILE – TEACHING		
Teacher	Students	Time
9. Teacher asks the students to work in pairs, and do correcting the students' homework. 10. After discussing the homework, the teacher asks the students to write a recount text. 11. Teacher asks the students to work in pairs of two students and share their writing. 12. The teacher gave peer editing checklist to the students (<i>see Appendix 6</i>) 13. Teacher explained the instruction about what they are going to do. 14. The teacher asks the students read and gave comments on their peer writing. 15. The students revised and corrected their writing based on the peer feedback during do writing activity.	The students do the exercise The students discussed their writing with their peers.	60 minutes
POST TEACHING		
The teacher evaluates the activities and asks the students to conclude the lesson. Teacher explains the material for the students' writing task for the next meeting and closes the meeting.	Some students conclude the lesson.	10 Minutes

Third Meeting

PRE-TEACHING		
Teacher	Students	Time
5. Teacher enters the classroom and greets the students. 6. Teacher sees the condition of the class is ready or not to learn. 7. Teacher asks the chief of the class to lead the pray. 8. Teacher checking student's attendance list	Students sit down in the class, and greet the teacher. The student tidy up the condition of the class. Students pray together Students report their attendance	10 Minutes
The teacher reviewed the material that they have learned last meeting.	Students respond teacher questions.	
WHILE – TEACHING		
Teacher	Students	Time
6. The teacher asks students to prepare for the test 7. Teacher gives students' worksheet to do the task 8. Teacher asks the students to do the task completely. (Students' Writing Test) 9. Teacher asks the students to collect their assignment 10. Teacher asks the students if they find some difficulties, and give opportunity to students to tell their problem.	Students do the task	60 minutes
POST TEACHING		
The teacher evaluates the activities and asks the students to conclude the lesson. Teacher explains the material for the next meeting and closes the meeting.	Some students conclude the lesson.	10 Minutes

N. MEDIA PEMBELAJARAN:

Text Recount, LCD, Whiteboard, English Book

O. SUMBER BELAJAR

Buku English in Focus for Grade VIII

Buku Scaffolding for Grade VIII

P. PENILAIAN

Indikator Kompetensi	Pencapaian	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
•	Membuat teks recount	Tes tertulis	Teks recount	Menulis teks recount

Scouring Rubric:

**The Modified Scouring Guide for Students' Writing Test (Recount Text)
adapted from Heaton (1988):**

No.	Aspect	Score
1.	Content	
	4. Orientation	5
	5. Events	10
	6. Re-Orientation	5
2.	Organization	
	4. Topic Sentence	15
	5. Supporting Sentences	15
	6. Concluding Sentences	15
3.	Simple Past Tense	35
Total Score		100

Bengkulu, Januari 2014

Collabulator,

Researcher,

**Lediana, Amd. Pd
NIP. 19680130 199002 2 001**

**Dita Ayuningtyas
NPM. A1B010017**

STUDENTS' WORKSHEET

Complete the text by using punctuation and capital letter. Then, find out the simple past form (verb 2) of the text!

Text 1

last month i went to bali by kartika tour with my family

on the first day we visited tanjung benoa there we rode a banana boat our hearths beating because it ran fast after that we rode a speed boat in the middle of the cope it stopped we saw many kinds of fish from the bottom of the boat because it was made of glass then we went to turtle island with the same boat we took some photograph with the cute turtles at noon, we returned to the beach and got back to our hotel it was tiring but we were happy

Source:English Direction

Text 2

last weekend my family had a picnic at puncak we went there by car my father drove the car carefully we arrived at puncak playground at ten o'clock

after my father parked his car, my brother and i brought our luggage out of the car and set up the tent at twelve we felt tired and hungry we had a rest and enjoyed our lunch together

at one o'clock we took a walk around the playground there were horses there my mother allowed us to ride them after that we prepare to go home it was really a nice picnic

Source:English Direction

Text 3

GOING CAMPING



last holiday my friends and i went camping
we reached the camping ground after we walked for about one and a half hour from
the parking lot we built the camp next to a small river it was getting darker and
colder so we built a fire camp

the next day we spent our time observing plantation and insects while the girls
were preparing meals in the afternoon we went to the river and caught some fish for
supper

at night we held a fire camp night we sang danced read poetry played magic
tricks and even some of us performed a standing comedy
on monday we packed our bags and got ready to go home

Source: English Direction

APPENDIX 6.

INSTRUMENT OF STUDENTS' WRITING TEST CYCLE 1

Tahun Pelajaran 2013/2014

Mata Pelajaran : Bahasa Inggris

Kelas : VIII¹

Waktu : 2 X 40 Menit

Hari/Tanggal :

Nama :

1. Write a recount text, the topic is "My Activity".
2. The writing consists of topic, supporting, and concluding sentence.
3. Write the recount text in three paragraphs (maximum)!

APPENDIX 7.

INSTRUMENT OF STUDENTS' WRITING TEST CYCLE 2

Tahun Pelajaran 2013/2014

Mata Pelajaran : Bahasa Inggris

Kelas : VIII¹

Waktu : 2 X 40 Menit

Hari/Tanggal :

Nama :

1. Write a recount text by using topic below:
Holiday
2. The writing consists of topic, supporting, and concluding sentence.
3. Write the recount text in three paragraphs (maximum)!

Appendix 8.

SCRIPT OF INTERVIEW

No.	The Researcher	Respondent
1.	What do you think about peer editing technique? Is it interesting or not?	
2.	Does peer editing technique helped you to improve your writing? Why?	
3.	Does your writing score improve by using peer editing technique? What factors are influence the improvement of your writing score?	
4.	Did you get problem when you write a recount text by using peer editing technique? What is that?	
5.	Would you like if your teacher continues to use this technique to teach writing skill? Why?	

Appendix 9.

PEER EDITING CHECKLIST CYCLE 1

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?			
2.	Supporting sentence: Are there supporting sentences?			
3.	Concluding sentence: Is there a concluding sentence?			

PEER EDITING CHECKLIST CYCLE 2

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?			
2.	Supporting sentence: Are there supporting sentences?			
3.	Concluding sentence: Is there a concluding sentence?			
4.	Circle the incorrect verb 2 (past tense)			

Appendix 10.

**STUDENTS' OBSERVATION CHECKLIST AND FIELD NOTES
CYCLE 1**

No.	Students' Preparation	Yes	No	Note
1.	The students prepared themselves to learn and prepared all the things needed in learning activity.	✓		Some students did not bring dictionary
2.	The students paid attention to the explanation about recount text.	✓		
3.	The students paid attention the explanation about the paragraph organization of recount text.	✓		
4.	The students paid attention the explanation about the steps of using peer editing technique.	✓		
5.	The students ask the material that they do not understand yet and answer voluntary.	✓		Some students prefer being silent to asking questions
6.	The students write a recount text immediately and enthusiastically.		✓	Some students can't write the text immediately they need more time to try to write
7.	The students are actively involved in learning process	✓		
8.	The students work collaboratively determining answers and explanations together	✓		But, some students still confused in commenting their friend's writing
9.	The students do the task completely.	✓		
10.	The students summarize the material	✓		

Bengkulu, Maret 2014

Collaborator,



Ledian, Amd. Pd
NIP. 19680130 199002 2 001

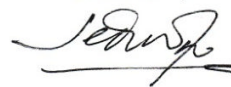
Appendix 11.

TEACHER'S OBSERVATION CHECKLIST AND FIELD NOTES
CYCLE 1

No.	Teachers' observed activity	Yes	No	Note
1.	The teacher greet and prepared the students to learn	✓		
2.	The teacher gave apperception and asked the students to predict the material that would be learned	✓		
3.	The teacher explained about the generic structure, paragraph organization and language features of the recount text.	✓		the teacher explained clearly until all of the student understand
4.	The teacher explained about steps of using peer editing technique.	✓		explained, more would detail until the students understand
5.	The teacher increased participation rates of students from groups/pairs in teaching and learning process.	✓		
6.	The teacher contributed to development of students' critical thinking skill	✓		
7.	The teacher gave feedback to students on their learning process (activity)	✓		
8.	The teacher guided and assisted the students to do their activity effectively and emphatically	✓		but, the student still noisy in the classroom
9.	The teacher monitored and controlled the activity in the classroom	✓		but, the teacher less control in the end of the activity
10.	The teacher gave a positive comment for the students' writing during peer editing technique implemented to build up student's self-confidence	✓		

Bengkulu, Maret 2014

Collaborator,



Ledian, Amd. Pd
NIP. 19680130 199002 2 001

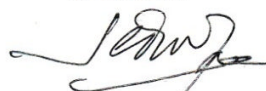
Appendix 12.

**STUDENTS' OBSERVATION CHECKLIST AND FIELD NOTES
CYCLE 2**

No.	Students' Preparation	Yes	No	Note
1.	The students prepared themselves to learn and prepared all the things needed in learning activity.	✓		The students prepared brings dictionary
2.	The students paid attention to the explanation about recount text.	✓		
3.	The students paid attention the explanation about the paragraph organization of recount text.	✓		
4.	The students paid attention the explanation about the steps of using peer editing technique.	✓		
5.	The students ask the material that they do not understand yet and answer voluntary.	✓		
6.	The students write a recount text immediately and enthusiastically.	✓		
7.	The students are actively involved in learning process	✓		
8.	The students work collaboratively determining answers and explanations together	✓		
9.	The students do the task completely.	✓		
10.	The students summarize the material	✓		

Bengkulu, Maret 2014

Collabulator,



Lediana, Amd. Pd
NIP. 19680130 199002 2 001

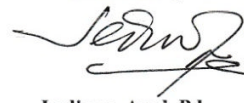
Appendix 13.

TEACHER'S OBSERVATION CHECKLIST AND FIELD NOTES
CYCLE 2

No.	Teachers' observed activity	Yes	No	Note
1.	The teacher greet and prepared the students to learn	✓		
2.	The teacher gave apperception and asked the students to predict the material that would be learned	✓		
3.	The teacher explained about the generic structure, paragraph organization and language features of the recount text.	✓		
4.	The teacher explained about steps of using peer editing technique.	✓		
5.	The teacher increased participation rates of students from groups/pairs in teaching and learning process.	✓		
6.	The teacher contributed to development of students' critical thinking skill	✓		
7.	The teacher gave feedback to students on their learning process (activity)	✓		
8.	The teacher guided and assisted the students to do their activity effectively and emphatically	✓		
9.	The teacher monitored and controlled the activity in the classroom	✓		Less controlled, some students still noisy
10.	The teacher gave a positive comment for the students' writing during peer editing technique implemented to build up student's self-confidence	✓		

Bengkulu, Maret 2014

Collabulator,



Ledian, Amd. Pd
NIP. 19680130 199002 2 001

APPENDIX 14.

THE RESULT OF INTERVIEW ABOUT IMPLEMENTING PEER EDITING TECHNIQUE IN IMPROVING STUDENTS' WRITING SKILL (RECOUNT TEXT)

No.	Interviewer (The Researcher)	Interviewee (SNR)
1.	What do you think about peer editing technique? Is it interesting or not? (Apa pendapat kamu tentang tehnik "peer editing"? Apakah tehnik ini menarik?)	Peer Editing itu bisa membantu saya dalam proses menulis. Tehnik ini menarik Miss.
2.	Does peer editing technique helped you to improve your writing? Why? (Apakah tehnik ini membantu meningkatkan tulisan kamu? Mengapa?)	Bisa, karena saya bisa mengetahui apa yang salah dalam tulisan saya dan tulisan teman. Dan saya bisa memperbaiki tulisan itu.
3.	Does your writing score improve by using peer editing technique? What factors are influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat dengan menggunakan tehnik ini? Actor apa saja yang mempengaruhi peningkatan nilai menulis kamu?)	Bisa Miss. Karena dengan tehnik ini, saya bisa mengetahui kesalahan tulisan saya dari koreksi teman. Selain itu, saya juga bisa paham kesalahan yang ada pada tulisan saya saat latihan, jadi saat diberikan tes menulis saya tidak mengulangi lagi kesalahan itu.
4.	Did you get problem when you write a recount text by using peer editing technique? What is that?	Iya, masalah yang saya hadapi ketika mengoreksi tulisan teman itu tentang Verb 2 nya Miss. Saya masih belum terlalu tahu banyak tentang Verb ke 2.
5.	Would you like if your teacher continues to use this technique to teach writing skill? Why?	Saya suka apabila tehnik ini bisa diterapkan dalam menulis jenis teks yang lain, karena dapat membantu siswa dalam proses menulis.

No.	Interviewer (The Researcher)	Interviewee (RS)
1.	What do you think about peer editing technique? Is it interesting or not? (Apa pendapat kamu tentang tehnik “peer editing”? Apakah tehnik ini menarik?)	Peer Editing itu memeriksa hasil tulisan teman. Sangat menarik Miss.
2.	Does peer editing technique helped you to improve your writing? Why? (Apakah tehnik ini membantu meningkatkan tulisan kamu? Mengapa?)	Bisa, karena kalau verb 2 nya ada yang salah bisa diperbaiki Miss dan menambah kosa kata Miss.
3.	Does your writing score improve by using peer editing technique? What factors are influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat dengan menggunakan tehnik ini? Actor apa saja yang mempengaruhi peningkatan nilai menulis kamu?)	Bisa Miss. Faktor-faktor yang mempengaruhi itu karena banyak membaca jadi bisa tahu kesalahan-kesalahan yang tidak boleh lagi diulang. Dari membaca tulisan teman, membuat saya dapat pengetahuan baru sebagai bekal menulis recount text.
4.	Did you get problem when you write a recount text by using peer editing technique? What is that?	Iya, ada masalah yang saya hadapi ketika mengoreksi tulisan teman itu tentang Verb 2 nya Miss. Saya masih belum terlalu tahu banyak tentang Verb ke 2.
5.	Would you like if your teacher continues to use this technique to teach writing skill? Why?	Saya setuju karena siswa lain juga bisa belajar dalam menggunakan tehnik ini, dapat menambah kosa kata, dan dapat mengetahui kesalahan yang ada ditulisan mereka.

No.	Interviewer (The Researcher)	Interviewee (RPS)
1.	What do you think about peer editing technique? Is it interesting or not? (Apa pendapat kamu tentang tehnik “peer editing”? Apakah tehnik ini menarik?)	Menulis recount text dengan menggunakan Peer Editing itu menarik karena bisa mengetahui bentuk Past Tense yang benar. Dan membuat recount text lebih mudah. Menggunakan tehnik peer editing itu menarik.
2.	Does peer editing technique helped you to improve your writing? Why? (Apakah tehnik ini membantu meningkatkan tulisan kamu? Mengapa?)	Bisa, karena bisa mengetahui kesalahan yang ada ditulisan kami. Dan karena sudah sering mengoreksi tulisan teman, saya menjadi banyak mengetahui tentang Verb 2 dari tulisan teman, sehingga ketika saya menulis saya bisa memiliki kosa kata yang baru.
3.	Does your writing score improve by using peer editing technique? What factors are influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat dengan menggunakan tehnik ini? Actor apa saja yang mempengaruhi peningkatan nilai menulis kamu?)	Iya meningkat nilai saya Miss. Factor-faktor yang mempengaruhi itu tidak malas membaca, teliti dalam memngoreksi tulisan teman, tidak rebut di kelas karena biar dalam mengoreksi tulisan teman itu kita bisa ikut belajar juga.
4.	Did you get problem when you write a recount text by using peer editing technique? What is that?	Tidak ada Miss.
5.	Would you like if your teacher continues to use this technique to teach writing skill? Why?	Saya sangat setuju karena peer editing ini bisa membantu siswa dalam aktivitas menulis.

No.	Interviewer (The Researcher)	Interviewee (AL)
1.	What do you think about peer editing technique? Is it interesting or not? (Apa pendapat kamu tentang tehnik “peer editing”? Apakah tehnik ini menarik?)	Peer editing itu mengoreksi tulisan teman Miss. Menarik Miss.
2.	Does peer editing technique helped you to improve your writing? Why? (Apakah tehnik ini membantu meningkatkan tulisan kamu? Mengapa?)	Bisa, mempermudah dalam menulis recount text Miss. Karena saat mengoreksi itu kita bisa tahu banyak hal Miss, seperti kekurangan tulisan saya dalam menggunakan Verb 2, letak topic sentence, supporting sentences, dan concluding sentence. Setelah dikoreksi sama teman, kekurangan yang atau kesalahan dalam tulisan saya dapat saya perbaiki.
3.	Does your writing score improve by using peer editing technique? What factors are influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat dengan menggunakan tehnik ini? Actor apa saja yang mempengaruhi peningkatan nilai menulis kamu?)	Iya meningkat Miss. Factor yang mempengaruhi adalah adanya pengetahuan baru saat mengoreksi tulisan teman yang sudah dipelajari sebelumnya Miss. Jadi sudah tahu mana yang salah dan yang benar, verb 2 nya tahu.
4.	Did you get problem when you write a recount text by using peer editing technique? What is that?	Ada Miss. Tentang Simple past Tense, seperti bentuk verb 2 nya itu Miss tidak semuanya tahu.
5.	Would you like if your teacher continues to use this technique to teach writing skill? Why?	Saya sangat setuju karena peer editing ini kita bisa mengetahui kesalahan dalam tulisan kita Miss. Sehingga kita bisa belajar dari koreksi teman dan memperbaikinya.

Appendix 15

RESULT OF STUDENTS' ACTIVITY IN CYCLE 1

Sheclipent

Name: Doris Jamsrah

Class: VIII

Visited the Dentist

Last week, I have toothache. Then, I went to visit the dentist. I go to the dentist with my mother.

I waited a dentist to check my teeth. She was an excellent and professional dentist. She saw my mouth and teeth. She said my teeth was in trouble. My teeth was sensitive.

She advised me to brush the teeth before sleeping and after eating. After she gave me advice, I waited her to write a prescription.

Finally, I felt better after visiting the dentist. My mother and I went to drugstore to buy some medicine from the dentist.

It is my first experience visiting the dentist.

Appendix 9.

PEER EDITING CHECKLIST CYCLE 1

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?	✓		
2.	Supporting sentence: Are there supporting sentences?	✓		
3.	Concluding sentence: Is there a concluding sentence?	✓		

Corrected by : Mady

Date _____

Morin Fadillah Putri
VIII

My First Match

Last year, when I was in VII grade. I followed a match that was a story telling match.

First, I looked for a interesting story. Good, I have it, then, I practiced it in my school with my English teacher. I was not alone. I do that with my senior, Indah Rosalina.

Next Week, we went to SMP N 13 to follow the match. I'm so nervous, but I said to my self that I can do that. Then, I could followed it enjoyly. But poorly, I could not be a Winner. That is okay for me.

I'm Very happy and enjoy that because that is my first match.

Appendix 9.

PEER EDITING CHECKLIST CYCLE 1

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?	✓		
2.	Supporting sentence: Are there supporting sentences?	✓		
3.	Concluding sentence: Is there a concluding sentence?	✓		

Corrected by:
Rajna

Appendix 16

RESULT OF STUDENTS' ACTIVITY IN CYCLE 2

Be diligent

Date: _____

Name: Daris Junaidah

Class: VIII

My Holiday

Last holiday, my family and I went to Pantai Panjang. We wanted to enjoy the scenery.

First, we take a walk along the beach. The scenery was beautiful. We took some picture there. Then, my brother and I make a sand castle. After that, we felt hungry, so we went to a restaurant. The food was delicious. As soon as we finished our lunch, we decided to go home.

For me, it was the first experience to see the scenery at the Pantai Panjang. So it was an exciting experience.

PEER EDITING CHECKLIST CYCLE 2

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?	✓		
2.	Supporting sentence: Are there supporting sentences?	✓		
3.	Concluding sentence: Is there a concluding sentence?	✓		
4.	Circle the incorrect verb 2 (past tense)			masih ada kata kerja yang salah

Corrected by:
Rafika

Be diligent

No. _____
Date. _____

Name: Darris Juncidiah

Class: VIII

My Holiday

Last holiday, my family and I went to pantai panjang. we wanted to enjoy the scenery.

First, we took a walk along the beach. The scenery was beautiful. we took some picture there. Then, my brother and I made a sand castle. After that, we felt hungry, so went to a restaurant. The food was delicious. As soon as we finished our lunch, we decided to go home.

For me, it was the first experience to saw the scenery at the pantai panjang. so, it was exciting experience

Better try than never

Date _____

Name : Morn Fadillah Putri

Class : VIII

A Tour to Muko-Muko

Last holiday, my mother and I went to my grandfather's house in muko-muko. It is very interested.

First, my mother and I went to my grandfather's garden. There were many cows. After that, we have lunch under a big tree. The air was very fresh.

Second, my new friends and I swam in the river near my grandfather's garden. There were many big fishes in the river. Then we went to our home. In the home, I played with my younger sister and ate some food. Next, we slept together in the living room.

That was a funny moment for me. I will never forget that holiday.

PEER EDITING CHECKLIST CYCLE 2

ORGANIZATION AND CONTENT				
No.		Yes	No	Peer editor's comments and suggestions
1.	Topic sentence: Is there a topic sentence?	✓		masih pakai present, seharusnya past tense is → was
2.	Supporting sentence: Are there supporting sentences?	✓		have → had
3.	Concluding sentence: Is there a concluding sentence?	✓		
4.	Circle the incorrect verb 2 (past tense)			

corrected by: Ariez

Date _____

Name: Morin Fadillah Putri
Class: VIII

A Tour to Muko-Muko

Last holiday, my mother and I went to my grandfather's house in muko-muko. It was very interested.

First, my mother and I went to my grandfather's garden. There were many cows. After that, we had lunch under a big tree. The air was very fresh and the scenery was very beautiful.

Second, my new friends and I swam in the river near my grandfather's garden. There were many big rocks in the river. Then, we went to our home.

In the house, I played with my younger sister and ate some food. Next, we slept together in the living room.

That was a funny moment for me. I will never forget that holiday.

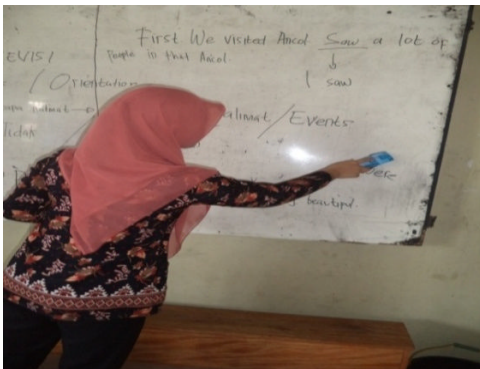
APPENDIX 17

PICTURES OF CYCLE 1

First Meeting



Second Meeting



Third Meeting



APPENDIX 18

PICTURES OF CYCLE 2

First Meeting



Second Meeting



Third Meeting



APPENDIX 19

PICTURES OF INTERVIEW



Appendix 20. Surat Izin Penelitian



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Mahoni Nomor 57 Kota Bengkulu 38227
Telp. (0736) 21429 FAX (07360 345444.

SURAT IZIN PENELITIAN

Nomor : 421.2/ 695 /IV.Dikbud

Dasar : Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu
Nomor : 1144/UN30.3/PL/2014 tanggal 28 Februari 2014 tentang Izin Penelitian.

Mengingat untuk kepentingan penulisan Ilmiah dan pengembangan Pendidikan dalam wilayah Kota Bengkulu, maka dapat memberikan izin penelitian kepada:

Nama : Dita Ayuningtyas
NPM : A1B010017
Program Studi : Pendidikan Bahasa Inggris
Judul penelitian : "Using Peer Editing Technique to Improve Students' Writing Skill at Grade VIII.1 of SMPN 03 Kota Bengkulu."

Dengan ketentuan sebagai berikut :

- a. Tempat penelitian : SMPN 03 kota Bengkulu
b. waktu penelitian : 03 Maret s.d 03 April
- Penelitian tersebut khusus dan terbatas untuk kepentingan studi ilmiah tidak untuk di publikasikan
- Setelah selesai penelitian untuk menyampaikan laporan ke Dinas Pendidikan dan Kebudayaan Kota Bengkulu.

Demikian surat izin ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 06 Maret 2014

Dinas Pendidikan dan kebudayaan

Kota Bengkulu

Hasan Dikdas

Gusman PB, SE

NIP. 196511231986031007



Tembusan :

- Walikota Bengkulu (Sebagai laporan)
- Dekan FKIP Universitas Bengkulu
- Kepala SMPN 03 Kota Bengkulu

Appendix 21. Surat Keterangan Selesai Penelitian



PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI (SMPN) 3
AKREDITASI : A
Jl. Iskandar No. 474 Bengkulu kode pos 38118
Telp. (0736) 22369

SURAT KETERANGAN SELESAI PENELITIAN

Nomor . 070 / 082 / SMP N.3 / 2014

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Kota Bengkulu menerangkan bahwa :

N a m a : Dita Ayuningtyas
N P M : A1B010017
Program Studi/Jurusan : FKIP/ Bahasa Inggris
Universitas : Universitas Bengkulu

Telah melaksanakan penelitian dari tanggal 3 Maret s/d 3 April 2014, dengan judul :

**“ Using peer Editing Technique to Improve Students’ Writing Skill at Grade VIII.3
of SMP Negeri 3 Kota Bengkulu “**

Demikianlah Surat Keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Bengkulu, 24 Maret 2014

Kepala Sekolah,

Dra. Hj. Sri Purbaningtyas

NIP.19571007 198303 2 006

Appendix 22. Surat Keterangan Tidak Plagiat



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jln. WR. Supratman, Kandang Limun Bengkulu 38371 A
Telp./Faksimile (0736) 21186
Laman: www.fkip.unib.ac.id email: dekanat.fkip@unib.ac.id

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : DITA AYUNINGTYAS

NPM : A18010017

Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

USING PEER EDITING TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL
AT GRADE VIII OF SMP N 3 KOTA BENGKULU

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Ketua Prodi

Drs. Syafrizal, M.A.
NIP 19570603 198803 1 006

Bengkulu, 13 JUNI 2014

Hormat saya,



DITA AYUNINGTYAS

Appendix 23. Syllabus

SILABUS

Sekolah : SMP N. 3 Kota Bengkulu
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : Mendengarkan

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi, dan mengingkar informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	1. Percakapan yang memuat ungkapan-ungkapan berikut: Contoh : A: Do you mind lending me some money? B: No Problem / I want to, but ... A: Can I have a bit B: Sure, here you are A: Here's some money for you B: I can't take this, sorry A: Do you like it? B: Yes I do A: Have you done it? B: Sorry, I haven't A: Do you think it's good? B: I think so / Sorry, I can't say anything	1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan mengungkapkannya dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi 4. Mendengarkan percakapan tentang materi terkait 5. Menjawab berbagai informasi yang terdapat dalam percakapan 6. Merespon ungkapan-ungkapan yang	1. Merespon ungkapan meminta, memberi, menolak jasa 2. Merespon ungkapan meminta, memberi, menolak barang 3. Merespon ungkapan meminta, memberi, mengingkar informasi 4. Merespon ungkapan meminta, memberi, menolak pendapat 5. Merespon ungkapan meminta, memberi, menolak tawaran	Tes tertulis Tes lisan Tes tulis	1. Isian singkat 2. Jawaban singkat 3. Pilihan ganda	1. Listen to the expression and write your response to it. 2. Listen to the expression and give your response to it. 3. Listen to the dialogue and choose the right answer.	2 x 40 menit	1. Script per uku teks yang relevan 2. Rekaman percakapan 3. Tape recorder 4. CD 5. CD player 6. gambar 7. Benda sekitar 8. model benda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
menutup percakapan, dan mengawali, dan memperpanjang, dan menutup percakapan telepon	<ul style="list-style-type: none">- <i>Could I speak to ... please?</i>- <i>Well, I'm calling to....</i>- <i>Nice talking to you</i> <p>2. Tata Bahasa</p> <ul style="list-style-type: none">- Have / Has to- Could I ...?- Past form of be <p>3. Kosa kata</p> <p>Kata terkait tema dan jenis teks</p>	<p>6. Menirukan ungkapan yang diucapkan guru</p> <p>7. Mendengarkan percakapan</p> <p>8. Menjawab pertanyaan tentang percakapan</p>						

sandar Kompetensi : Mendengarkan

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek berbentuk: - Notices - Iklan 2. Tata Bahasa - Kalimat perintah - Kalimat ajakan 3. Kosakata - terkait tema dan jenis teks 4. Ungkapan Baku - Be ware	1. Eliciting kosakata terkait topik yang akan dibahas (noun, verb, adjective, adverb) 2. menentukan makna kata dan menggunakannya dalam kalimat. 3. Mendengarkan guru dan menentukan ungkapan-ungkapan terkait materi 4. Mendengarkan teks fungsional yang terdapat dalam teks. 5. Menjawab berbagai informasi yang terdapat dalam teks. 6. Menentukan makna teks fungsional yang dipendengarkan.	1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek - Iklan 2. Mengidentifikasi tujuan komunikatif teks fungsional pendek	Tes tulis	Melengkapi rumpang Benar / Salah	Listen to the dialogue and complete the following text. Listen to the dialog and decide whether the statements are True or False	2 x 40 menit	1. Buku teks yang relevan 2. Script teks fungsional pendek 3. Rekaman teks 4. Tape recorder 5. Contoh teks fungsional 6. Gambar yang relevan
Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks monolog pendek berbentuk: - narrative - recount 2. Tata Bahasa - Simple past tense - Past Continuous tense 3. Kosakata - kata terkait tema dan jenis teks 4. Ungkapan Baku - It's terrific! - It's wonderful	1. Tanya jawab berbagai hal terkait temaitopik yang akan dibahas. 2. Mendafar kosakata yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar. 4. Mendengarkan teks narrative / recount yang dibacakan guru. 5. Tanya jawab berbagai informasi tentang teks yang dibaca guru. 6. Mendengarkan teks narrative / recount lainnya. 7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan.	1. Mengidentifikasi berbagai informasi dalam teks monolog narrative dan recount. 2. Mengidentifikasi tujuan komunikatif teks naratif dan recount	Tes tulis	Pilihan ganda Melengkapi rumpang	Listen to the text and choose the right answer Listen to the text and complete the bellow sentences	4 x 40 menit	1. Buku teks yang relevan 2. Script cerita naratif 3. Rekaman cerita 4. Tape recorder

Standar Kompetensi : Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, menolak informasi, dan meminta, memberi, menolak pendapat, dan menawarkan / menerima / menolak sesuatu	1. Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: Do you mind lending me some money? B: No, problems -A: Can I have a bit? B: Sure, here you are. -A: Here is some money for you. B: Sorry, I can't take this. -A: Do you like it? B: Yes, I do. -A: Have you done it? B: No, I haven't. -A: Do you think it's good? B: I think it is / Sorry I can't say any thing -A: Would you like some? B: Yes, please / No, Thanks	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik tema yang di pilih 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan 5. Bermain peran percakapan berdasarkan situasi yang diberikan	1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta, memberi, menolak barang 3. Bertanya dan menjawab tentang meminta, memberi dan mengingnki informasi 4. Bertanya dan menjawab tentang meminta, memberi dan menolak pendapat 5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu	Unjuk kerja	Uji petik berbicara Bermain peran	Create a dialogue based on the role cards and perform it in front of the class	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
g.2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian, mengawali, memperpanjang, dan menutup percakapan,	2. Tata Bahasa - Do you mind ... - Present perfect tense 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan Baku - No Problem - Sorry - No, thanks - Yes, Please	1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks 6. Bermain peran menggunakan ungkapan yang telah dipelajari	1. Bertanya dan menjawab tentang meminta, memberi persetujuan 2. Bertanya dan menjawab tentang merespon pernyataan 3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara 4. Mengawali, memperpanjang menutup percakapan 5. Mengawali, memperpanjang menutup percakapan telepon	Unjuk kerja	Uji petik berbicara Bermain peran	Create a dialogue based on the role cards and perform it in front of the class.	2 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Kartu peran

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
serta mengawali, memperpanjang, dan menutup percakapan telepon	3. Kosakata - kata terkait tema dan jenis teks 4. Spelling and intonation							

standar Kompetensi : Berbicara

10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional pendek : - Notices - Iklan 2. Tata Bahasa Imperatives - Comparison 3. Kosakata - Kata terkait tema dan jenis teks 4. Ungkapan baku - attention, please	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi sederhana untuk: - Memberi perhatian (Notice) - Menarik seseorang membeli / menggunakan produk tertentu 3. Membahas gambit-gambit yang sering muncul dalam teks fungsional terkait 4. Membuat secara lisan: - Notice - Iklan	1. Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan 2. Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Unjuk kerja	Uji pelik berbicara	1. Give suitable notices based on the pictures 2. Make simple advertisements based on the pictures	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat
10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara	1. Teks monolog berbentuk <i>recount</i> dan <i>narrative</i> . 2. Ciri-ciri kebahasaan teks <i>narrative</i> dan	1. Review kosakata dan tata bahasa terkait jenis teks <i>recount</i> dan <i>narrative</i> dengan tema yang dipilih	- Melakukan monolog pendek sederhana dalam bentuk <i>narrative</i> dan <i>recount</i>	Unjuk kerja	Uji Pelik berbicara	1. Tell us briefly what you did yesterday 2. Retell a story that you know very well.	8 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Buku cerita

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<i>recount</i> . 3. Langkah retorika teks <i>narrative</i> dan <i>recount</i> . 4. Tata Bahasa - Simple Past tense - Past continuous tense - temporal conjunctions - Connective words - Adverbs - Adjectives 5. Kosakata kata terkait tema dan jenis teks 6. Ungkapan baku - Really? - That's terrible - How Then ?	2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks <i>recount</i> dan <i>narrative</i> - <i>simple past</i> - <i>past</i> - <i>continuous</i> - <i>temporal conjunctions</i> - <i>connective words</i> - <i>adverbs</i> - <i>adjectives</i> 3. Melakukan percakapan terkait kegiatan yang dialami atau cerita populer di kotanya menggunakan gambir-gamit yang sesuai. Contoh: <i>Really? That's terrible! How then? First,.... then...., finally...</i> 4. Menceritakan kembali kegiatan / pengalaman atau teks <i>narrative</i> yang pernah didengar Menceritakan berdasarkan foto atau Gambar			3. Tell a story based on the series of a pictures given.		dalam bahasa Inggris	

Standar Kompetensi : Membaca

11. Memahami makna dalam esai pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>11.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i></p>	<p>1. Teks Esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>2. Ciri kebahasaan Teks Esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>3. Tujuan komunikatif teks esai <i>narratif</i> / <i>recount</i></p> <p>4. Langkah retorika <i>narrative</i> / <i>recount</i></p> <p>5. Spelling, stress, intonation</p>	<p>1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita populer</p> <p>2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar</p> <p>3. Mendengarkan teks <i>narrative</i> / <i>recount</i> yang dibaca guru</p> <p>4. Membaca nyaring teks <i>narrative</i> / <i>recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative</i> / <i>recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative</i></p>	<p>• Membaca nyaring dan bermakna teks esai berbentuk <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi berbagai makna teks <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi tujuan komunikatif teks <i>narrative</i> / <i>recount</i></p> <p>• Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative</i> / <i>recount</i></p>	<p>Tes lisan</p> <p>Tes tulis</p> <p>Tes Tulis</p> <p>Tes Tulis</p>	<p>Membaca nyaring</p> <p>Pilihan ganda</p> <p>Isian singkat</p> <p>Pertanyaan tertulis</p>	<p>Read the story aloud.</p> <p>Choose the right answer based on the text.</p> <p>Complete the following sentences using the information from the text.</p> <p>Answer the following questions based on the text.</p>	<p>4 x 40 menit</p>	<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p> <p>4. Rekaman cerita</p> <p>5. Tape recorder</p> <p>6. CD</p> <p>7. VCD player</p>

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11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang di baca 9. Membaca teks <i>narrative / recount</i> lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional	Tes tulis Tes tulis Tes tulis	PG Jawaban singkat Jawaban singkat	Choose the best option, a,b,c or d Answer the following questions Give short answers	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

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12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - Iklan 2. Tata bahasa - Imperatives - Getting attention - Comparison 3. Kosakata Kata terkait tema dan jenis teks 4. Tanda baca, Spelling	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan - mengiklankan sesuatu 3. Melengkapi teks fungsional pendek 4. Menulis teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis	Essay Completion Penugasan	1. Write sentences based on the situation given. 2. Complete the text using suitable words. 3. Write notices related to certain places 4. Write an advertisement promoting a certain product.	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Berita sekitar	
12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks Esai 2. Ciri kebahasaan teks <i>narrative</i> / <i>recount</i> 3. Langkah retorika teks <i>narrative</i> / <i>recount</i> 4. Tata bahasa 5. Simple past 6. Past continuous 7. Kata-kata	1. Review ciri kebahasaan teks <i>narrative</i> / <i>recount</i> 2. Membuat kalimat sederhana terkait teks <i>narrative</i> / <i>recount</i> 3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i> 4. Membuat draft	Menulis teks pendek dan sederhana dalam bentuk <i>recount</i> / <i>narrative</i> dengan langkah retorika yang benar	Tes tertulis	Uraian	Write a short <i>recount</i> / <i>narrative</i> text based on: a. Your experience b. The story you have ever read c. Series of pictures given.	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita	

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berbentuk <i>recount</i> dan <i>narrative</i>	- Kata terkait tema dan jenis teks 6. Tandabaca, spelling	teks <i>recount</i> dan <i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding				<i>narratives and expose them.</i>		



Guru Mata Pelajaran,

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